

Student Wellbeing and Engagement Policy



Help for Non-English Speakers

If you need help to understand the information in this policy, please contact the General Office on 03 9571 7838.

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Glen Eira College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

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2. School values, philosophy and vision
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POLICY

1. School profile

Glen Eira College is a high-performing, inclusive government secondary school located approximately 12 kilometres from Melbourne's CBD. Glen Eira College is a 7 – 12 coeducational college of approximately 900 students located in Caulfield. The College was established in 1997. Our vision is to empower students to learn, grow and connect as confident, respectful members of local and global communities.

With 891 students in 2026, the College reflects a highly diverse community, representing over 70 cultural backgrounds. The SFOE index of 0.1742 indicates relative educational advantage, alongside a commitment to equity and inclusive

support for all learners. Programs include EAL, an International Student Program, and specialist pathways such as French, Japanese, Hebrew and SEAL, with senior options including VCE and VCE Vocational Major.

The College provides modern facilities, including the new Bulukuyt Senior Building and refurbished senior learning spaces, supporting contemporary teaching and learning. A staff of over 90 work collaboratively to promote student engagement, wellbeing and achievement.

Key strengths include strong academic outcomes, diverse opportunities and a supportive environment. Ongoing priorities include strengthening student voice, respectful relationships and consistent attendance.

2. School values, philosophy and vision

Glen Eira College's Statement of Values and Philosophy is integral to the work that we do and is the foundation of our college community. Students, staff and the school community are encouraged to always demonstrate our values.

Growth and striving	We grow and aspire to learn by innovating and collaborating together
Equity and integrity	We all have access to a broad range of opportunities that are inclusive of our diverse community
Care and respect	We care for each other, we act respectfully and support each other in doing our best.

Glen Eira College's vision is to ensure our students are empowered with a desire to learn and grow as individuals, and to become connected local and global community members who respect the rights of all.

[Our Statement of Values is available online](#)

3. Wellbeing and engagement strategies

Glen Eira College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

At Glen Eira College, our School Wide Positive Behaviour Support (SWPBS) framework and matrix aligned with the college values underpin a consistent approach to recognising and reinforcing positive behaviour. Students are explicitly taught expected behaviours and acknowledged for demonstrating these through regular classroom recognition, including positive notes (Green Chronicles).

Glen Eira College School Wide Positive Behaviour Matrix

At all times, in all settings		Follow instructions Speak calmly & respectfully		Be inclusive of diversity & identity Be an upstander		Treat all people and property respectfully Wear full school uniform with pride
	Learning Spaces	Technology Use & Digital Spaces	Shared Spaces	Community & Home		
GROWTH & STRIVING We make learning our focus and strive for academic excellence	• Come to class on time. • Bring all required materials to class. • Complete all tasks to the best of our ability. • Ask questions and participate in class discussions. • Seek feedback to improve learning.	• Use digital spaces only as directed by staff. • Use AI appropriately, as instructed by staff. • Monitor emails and school platforms. • Maintain devices by keeping them charged.	• Be considerate of others when moving around the College. • Respect the physical environment. • Get involved in physical activity or other clubs and activities during recess and lunch.	• Identify learning opportunities whilst on excursions and camps. • Be prepared for learning and complete homework. • Implement study routine at home.		
EQUITY & INTEGRITY We treat everyone fairly and make sure everyone is included	• Actively listen to and focus on the speaker. • Include others when working collaboratively. • Wait our turn to contribute. • Share classroom resources.	• Follow College policies in digital spaces. • Report inappropriate use to a trusted adult or e-Commissioner. • Produce work that is our own and acknowledge external sources.	• Allow for everyone to have safe access to all shared indoor spaces. • Wait in line at the canteen. • Share active spaces with other students. • Be mindful of safety when using active spaces.	• Represent the College with pride. • Include and encourage peers to participate in events.		
CARE & RESPECT We support one another and value each person's contributions and rights	• Help others in the class when appropriate. • Use classroom equipment respectfully and safely. • Stay seated until instructed. • Leave the space clean and tidy. • Consider appropriate noise and voice levels.	• Respect and protect others' privacy and safety online. • Collaborate respectfully with others on digital spaces.	• Respect others' personal space. • Use shared indoor spaces for their intended purpose. • Place rubbish in the bin. • Eat food prior to using the oval.	• Be respectful of others whilst travelling. • Care for the environment by putting rubbish in the bins. • Take time to care for our physical and mental wellbeing. • Offer help to others and model the College's values.		

- Positive behaviour and student achievement are also formally celebrated through assemblies, awards and College communications, including updates to parents and carers via Compass. This consistent acknowledgement supports a culture of care, respect and high expectations across the school community.
- High and consistent expectations of all staff, students, parents, and carers.
- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- Creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued.
- Welcoming all parents/carers and being responsive to them as partners in learning.
- Analysing and being responsive to a range of college data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data.
- Deliver a broad curriculum including VET programs and the VCE, VPC and the VCE Vocational Major to ensure that students can choose subjects and programs that are tailored to their interests, strengths and aspirations.
- Teachers at Glen Eira College implement the Victorian Teaching and Learning Model (VTLM 2.0), with a strong focus on explicit teaching to ensure all students achieve learning growth. Teachers clearly articulate learning intentions and success criteria, provide structured explanations and modelling, and use scaffolded practice to support skill development. Ongoing checking for understanding informs responsive teaching and targeted feedback.
- Teaching and assessment practices are evidence-based and designed to meet the diverse needs, strengths and backgrounds of our students. Staff use a range of assessment strategies to monitor progress and adjust instruction to maximise learning outcomes.
- Monitor student attendance and attendance improvement strategies are implemented at a whole-school, cohort and individual level.

- All teachers practise in alignment with the professional standards set by the Victorian Institute of Teaching, maintaining high expectations for both teaching quality and student achievement.
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including team meetings. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principals and Principal whenever they have any questions or concerns.
- Create opportunities for cross—age connections amongst students through school performances, music programs, sport and peer support programs.
- All students are welcome to self-refer to the Student Wellbeing Leader, School Nurse, Year Level Coordinators, Assistant Principals and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning.
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - o Respectful Relationships
 - o THRIVE Programs
 - o Safe Schools
- Programs, incursions and excursions are developed to address issue specific behaviour (i.e. emotional regulation programs).
- Opportunities for student inclusion (i.e. sports teams, a broad range of extra –curricular opportunities and over 35 clubs running before school, at lunchtime and afterschool).
- Measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination and harassment.
- Our college’s Statement of Values and Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our college community.

Targeted

- Each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support.
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture.
- Our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school.
- We support learning and wellbeing outcomes of students from refugee background through Foundation House.
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ+ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- All students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG), and being referred to Student Support Services for an Educational Needs Assessment.
- Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans.

- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.
- Staff will apply a trauma-informed approach to working with students who have experienced trauma.
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- All students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future.
- Glen Eira College assists students to plan their Year 10 work experience, supported by their Career Action Plan.
- Year 10 peer support program for year 7 students and buddies for all newly enrolled students.
- Homework help operates two days a week after school in the library with support by tutors, teachers and education support staff.

Individual

Glen Eira College implements a range of strategies that support and promote individual engagement. These can include:

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Meeting with student and their parent/carer to talk about how best to help the student engage with school
- Developing an Individual Learning Plan and/or a Behaviour Support Plan
- Considering if any environmental changes need to be made, for example changing the classroom set up
- Referring the student to:
 - School-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- Being responsive and sensitive to changes in the student's circumstances, health, and wellbeing
- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- Monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family and wellbeing
- Engaging with our regional Koorie Engagement Support Officers
- Running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Glen Eira College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Glen Eira College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance

- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination, or intimidation
- express their ideas, feelings, and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers, and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values and Philosophy and the Student Code of Conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Glen Eira College will institute a staged response, consistent with the Department's policies on behaviour, consequences, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

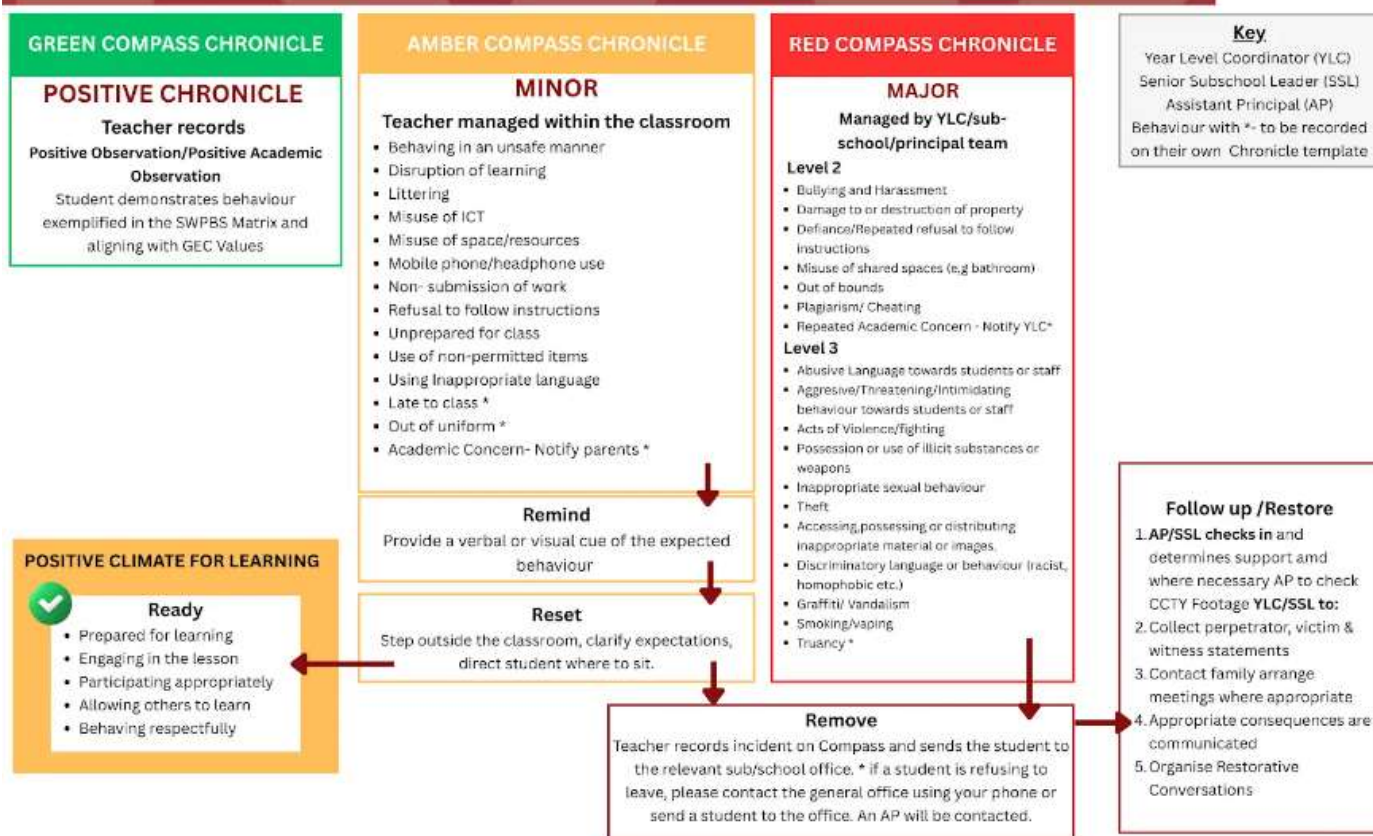
Teachers follow the GEC SWPBS Behaviour Flowchart:

GEC SWPBS Behaviour Flowchart

Response to ALL student misbehaviour is calm, consistent, brief, immediate, respectful and private.



Glen Eira College



At Glen Eira College, behaviour is managed through a consistent, staged response aligned to our School Wide Positive Behaviour Support (SWPBS) framework and College values matrix. Teachers are responsible for addressing minor behaviours within the classroom using agreed strategies, while Year Level Coordinators (YLCs) and Sub School Leaders manage major behaviours.

When a student does not meet expected behaviour standards, the College implements a staged response consistent with the Department's Student Engagement and Inclusion Guidelines. This includes:

- understanding the student's background, needs, and context
- explicitly reteaching and reinforcing expected behaviours
- maintaining consistent classroom and school-wide practices
- providing scaffolded support for learning and engagement

Where additional support is required, broader strategies may include:

- partnering with parents and carers
- involvement of wellbeing staff, careers and pathway supports
- targeted tutoring or peer support
- mentoring and/or counselling
- Student Support Group (SSG) meetings
- individual behaviour, attendance or learning plans
- access to alternative and experiential learning programs
- referral to external community agencies

This structured approach ensures students are supported to re-engage and succeed.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges (school events)
- referral to the Year Level Coordinator or Assistant Principal
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion, and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education.

The Principal of Glen Eira College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

7. Engaging with families

Glen Eira College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Glen Eira College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Glen Eira College will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers, and students
- Included as annual reference in the school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education policies are relevant to this Student Engagement and Wellbeing Policy: we

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQA+ Student Support](#)
- [Behaviour - Students](#)
- [Preventing & Addressing Racism in Schools Policy](#)
- [Bullying Prevention Policy](#)
- [Suspensions](#)

- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy
- Policy to Drug Education Policy
- Communication Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2026
Consultation	date/s and who you consulted with: • student representative council 21 April 2026 • Staff Meeting 18 May 2026 • School council 20 May 2026 • Student Services 20 April 2026 • Leadership 21 April 2026
Approved by	Principal
Next scheduled review date	May 2028